



**English Language Arts  
Grade 4  
Fall 2005**

**Peer Response to the Student Writing Sample  
Released Item # 37  
Scoring Guide**



**REVISING AND EDITING THE STUDENT WRITING SAMPLE**

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the best answer for each question. You may look back at the student writing sample as often as needed.

**How Someone Cared for Me**

One summer day I was riding my bike with my brother David around the block. We got to the first corner I fell on my face. Luckily, I was wearing a helmet. Unfortunately, however, it didn't help yet I fell flat on my face. My permanent front teeth had just been coming in. Now they were dangling in my mouth but did not come out. One tooth came through my lip. I bruised my cheek as well. I had to be taken to the hospital! It was the same hospital my little sister was born in. She's only four years old. I waited about five hours, and then finally the doctor came. He put a hole lot of numbing stuff on my upper lip. It didn't hurt after that. I had to get one stitch, and we didn't get back home until 11.30 at night. For the next week I had to take medicine and rest a lot, and I couldn't eat anything that was solid. It is all better now because that was two years ago! Now I can hardly see the scar where the stitch was!

**PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

**DIRECTIONS:** Write a response to the question in the box below. You may look back at the student writing sample as often as needed during Part 3B.

**37 Did the writer organize this piece of writing by comparing and contrasting or by telling a story in the order it happened from beginning to end?**

**Use details from the student writing sample to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 11 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

## PART 3B: CHECKLIST FOR THE PEER RESPONSE TO THE STUDENT WRITING SAMPLE

### DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your **Answer Folder**.

### CHECKLIST:

- \_\_\_\_\_ Do I clearly answer the question that was asked?
- \_\_\_\_\_ Do I support my answer with details from the student writing sample?
- \_\_\_\_\_ Is my response complete?

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### NOTES/PLANNING

**Michigan Educational Assessment Program**  
**Writing: Peer Response to the Student Writing Sample**  
**Grades 3-8**  
**Holistic Score Point Descriptions**

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**Here is an explanation of what readers think about as they score this writing:**

- 4** The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3** The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2** The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.
- 1** The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

**Condition codes for unratable papers (zeroes):**

- A – Off topic or insufficient
- B – Written in a language other than English or illegible
- C – Blank or refusal to respond
- D – No connection to the question

**Anchor Paper 1 – Score Point 1**

Begin writing your final response here. No additional sheets may be used.

The writer organized this piece of writing by telling the story in order, beginning to end.

**Anchor Paper 1  
Score Point 1**

This response addresses the task by identifying the organizational strategy used in the writing sample as a sequencing pattern rather than a compare/contrast pattern by stating "*The writer organized this piece of writing by telling the story in order, beginning to end.*" However, because the response does not provide any details from the writing sample as support for that choice, there is little evidence of the student's understanding of those two types of organizational strategies.

Begin writing your final response here. No additional sheets may be used.

Yes, They did. They Put it from Beggining  
to m; dille to End. Very good they did.

They told how it all happend,  
They told that he had a little sister and a  
brother.

I think they did very well. But  
They need more avechives. But they need  
to tell US what is there names.

Anchor Paper 2  
Score Point 1

This response addresses the task put forth in the prompt by identifying the organizational strategy (*They Put it from Beggining to middle to End*) in the first paragraph. Support offered by the writer for that choice is general (*They told how it all happend.*) The rest of the response is irrelevant information (*... he had a little sister and a brother....I think they did very well. But They need more avechives. But they need to tell us what is there names.*) Though numerous, surface feature errors do not interfere with meaning.

**Anchor Paper 3 – Score Point 1**

Begin writing your final response here. No additional sheets may be used.

yes the writer did everyth good because  
he explained the story very good Also he  
explained the story in order. For example  
when he was giving details like whe he said  
his teeth were dangling that is an detil.  
Also when the writer said that the hospital  
that he went to was the same one his  
sister was born in that is also a nother  
detail, and that is what i think about the  
writer.

**Anchor Paper 3  
Score Point 1**

The writer of this response identifies the writing sample as a "story in order" and presents specific details from the writing sample. However, none of the details cited are helpful in determining that the piece is in chronological sequence and therefore do not demonstrate any understanding by the writer of the effective elements of writing that are relevant to the task.



**Anchor Paper 4 – Score Point 2**

Begin writing your final response here. No additional sheets may be used.

I think the story tells start to  
Finish Because the title Boy  
falls of his Bike and goes to the hospital

**Anchor Paper 4  
Score Point 2**

This response addresses the task by identifying the piece of writing as a story that is told “start to finish.” Support from the writing sample is minimal, but specific to the task of showing an order to the events in the story (...falls of his Bike and goes to the hospital). Minor surface feature errors do not interfere with meaning.

## Anchor Paper 5 – Score Point 2

Begin writing your final response here. No additional sheets may be used.

I think that the writer organize their story from beginning to end.

They had the same topic the whole time. They had alot of details about the person. I think the author caught the readers attention.

In the beginning the student talked about how the fell flat on their face. Then the student talked about what happen when the fell flat on their face. At the end they talked about how the doctor helped them get well. And thats how I think the writer organize their story.

**Anchor Paper 5**  
**Score Point 2**

The writer identifies an organizational strategy (...the writer organize their story from beginning to end). The writer discussed the order the student wrote about the events, suggesting some understanding of sequencing. The writer's ideas are supported by relevant details (...how the fell flat on their face....when the fell flat on their face...how the doctor helped them get well). However, the details were somewhat vague and repetitious.

## Anchor Paper 6 – Score Point 2

Begin writing your final response here. No additional sheets may be used.

. I think it is telling the story in order!  
: Because he said this hapend then this  
, hapend. Examples he said we got to the  
: corner and I fell on my face. Another  
: example I had to be taken to the  
, hospital. That is why I think it is  
: telling the story in order.

## Anchor Paper 6

## Score Point 2

The writer identifies the organizational strategy as “telling the story in order” and further defines that choice by saying “...*this hapend then this hapend.*” Details support the order of events in the writing sample.

## Anchor Paper 7 – Score Point 3

Begin writing your final response here. No additional sheets may be used.

I think the writer organize  
his piece of writing by putting  
the story in order. as in examp  
The story told us what he was  
doing and how he fell off his bike  
and got rushed to the hospital  
and how he had to wait for  
five hours. That part had the  
most details. The story ended  
when he said the accident was  
two years ago.

**Anchor Paper 7**  
**Score Point 3**

The writer identifies the organizational strategy and cites several specific, relevant details from the writing sample (...fell off his bike and got rushed to the hospital...had to wait for five hours....The accident was two years ago).

## Anchor Paper 8 – Score Point 3

Begin writing your final response here. No additional sheets may be used.

In the story How Someone Cared For Me, The author told the story from the beginning from end. The author started by saying that riding the bike with David around the corner was getting fun. Then the author fell flat on his face and had to go the hospital! The author had too wait for five hours before the doctor came in. He had to put a lot of numbling on the authors upper lip. Then at the end the authors thing on his face were all seild in and the author was ok. That is how the author did it from beginning to end.

**Anchor Paper 8**  
**Score Point 3**

The writer identifies the organizational strategy and cites several specific, relevant details from the writing sample that exemplify this strategy. For example, the writer points out that the student began the piece by talking about the bike ride and ... *Then the author fell flat on his face and had to go the hospital.* In addition, the writer points out the time interval that lapsed before the doctor was seen... *The author had too wait for five hours before the doctor came in.* And finally, the writer points out that ... *at the end the authors thing on his face were all seild in and the author was ok.* Minor surface feature errors do not interfere with meaning.

## Anchor Paper 9 – Score Point 3

Begin writing your final response here. No additional sheets may be used.

The writer is telling a story from beginning to end. First the writer said it was one summer he was riding his bike, then he said when he got to the first corner he fell on his face, next the writer said my permanent front teeth had just been coming in. Now they are dangling in my mouth. Then he said bruised my cheek as well. Through the story he used time and order words like next, finally, first, then. That's why I say he told the story in order.

**Anchor Paper 9**  
**Score Point 3**

The writer identifies the organizational strategy and cites several specific, relevant details from the writing sample. The writer also acknowledges the author's use of ...time and order words like next, finally, first, then that exemplify the strategy.

Begin writing your final response here. No additional sheets may be used.

The writer organize the story from beginning to end. I said that because he was not comparing him falling off the bike to nothing and he put time and order words in the story how he had to stay at the hospital for five hours he used one summer day. And he said how he broke his teeth and he put how he didn't get home until 11:30. The doctor had to put numbing stuff in his upper lip and he couldn't eat no hard thing like nougates and he organize the story from the beginning the middle and the end. He was riding his bike with his brother and he had a accident and he had to go to the hospital and now he's fine.

**Anchor Paper 10**  
**Score Point 4**

The writer of this response not only identifies the student writing sample as being organized from beginning to end, but also shows some understanding that the sample was not organized using a compare/contrast pattern (...he was not comparing him falling off the bike to nothing...). The writer cites several other specific details relevant to the piece being in sequence (...he put time and order words...for five hours...one summer day...didn't get home until 11:30...numbing stuff in his upper lip and he couldn't eat...). The writer's summary of the student writing sample also demonstrates an understanding of the fact that the events happened in order (He was riding his bike with his brother and he had a accident and he had to go to the hospital and now he's fine).

## Anchor Paper 11 – Score Point 4

Begin writing your final response here. No additional sheets may be used.

Yes, the writer did organize the writing by telling the story in order it happened from beginning to end. They fell off their bike and landed flat on their face, their permanent teeth were dangling from their mouth, they bruised their cheek, they waited five hours at the hospital, they numbed their lip, they got a stitch, they had to take medicine, they needed lots of rest, they couldn't eat anything solid, and they are better now because it was two years ago. If the writer didn't tell the story in order it wouldn't make sense like if the kid went to the hospital then fell off their bike that wouldn't make sense because the kid went to the hospital for nothing and then the kid would have to go to the hospital again because that time there would be something wrong and that is why I think the writer told the story in the right order.

Anchor Paper 11  
Score Point 4

The writer identifies an organizational strategy and cites several specific, relevant details from the writing sample. In the latter half of the response, the writer demonstrates an understanding of the effective elements of writing that are relevant to the task by explaining why telling the story in order was the right choice (*If the writer didn't tell the story in order it wouldn't make sense like if the kid went to the hospital then fell off their bike that wouldn't make sense because the kid went to the hospital for nothing...and that is why I think the writer told the story in the right order.*)